

Gender-sensitivity in research and teaching: Why it matters and how we can strengthen it

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PLAN

- Introduction
- Diverse points of view
- The role of gender in academic research
- Interlude: Science, it's a girl thing
- Integrating gender-content into the classroom
- Making a gender-inclusive classroom
- Developing gender-sensitive research projects

“Gender Sensitive Research in Armenia and Switzerland: New Ideas for a Neglected Aspect” (2018 – 2020)

“Gender Sensitive Research and Teaching: expanding collaboration between Switzerland, Armenia, Georgia and Uzbekistan” (2020 – 2023)

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OUTPUT OF THE FIRST PROJECT



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Gender in Research and Politics

Developments, Intersections and Perspectives

LIT

The chapters share the conviction that the social sciences have much to contribute to the advancement of gender equality in society and politics, and they bear witness to how societal and political developments influence our research.

GENDER IN RESEARCH AND TEACHING

- Why gender in research?
- Gender in the ethnographic fieldwork



The ethnographer's goal should be "to grasp the native's point of view, *his* relation to life, to realize *his* vision of his world" (Malinowski 1961: 25)

Malinowski, Bronislaw 1961 [1922].
Argonauts of the Western Pacific.
London: Routledge.

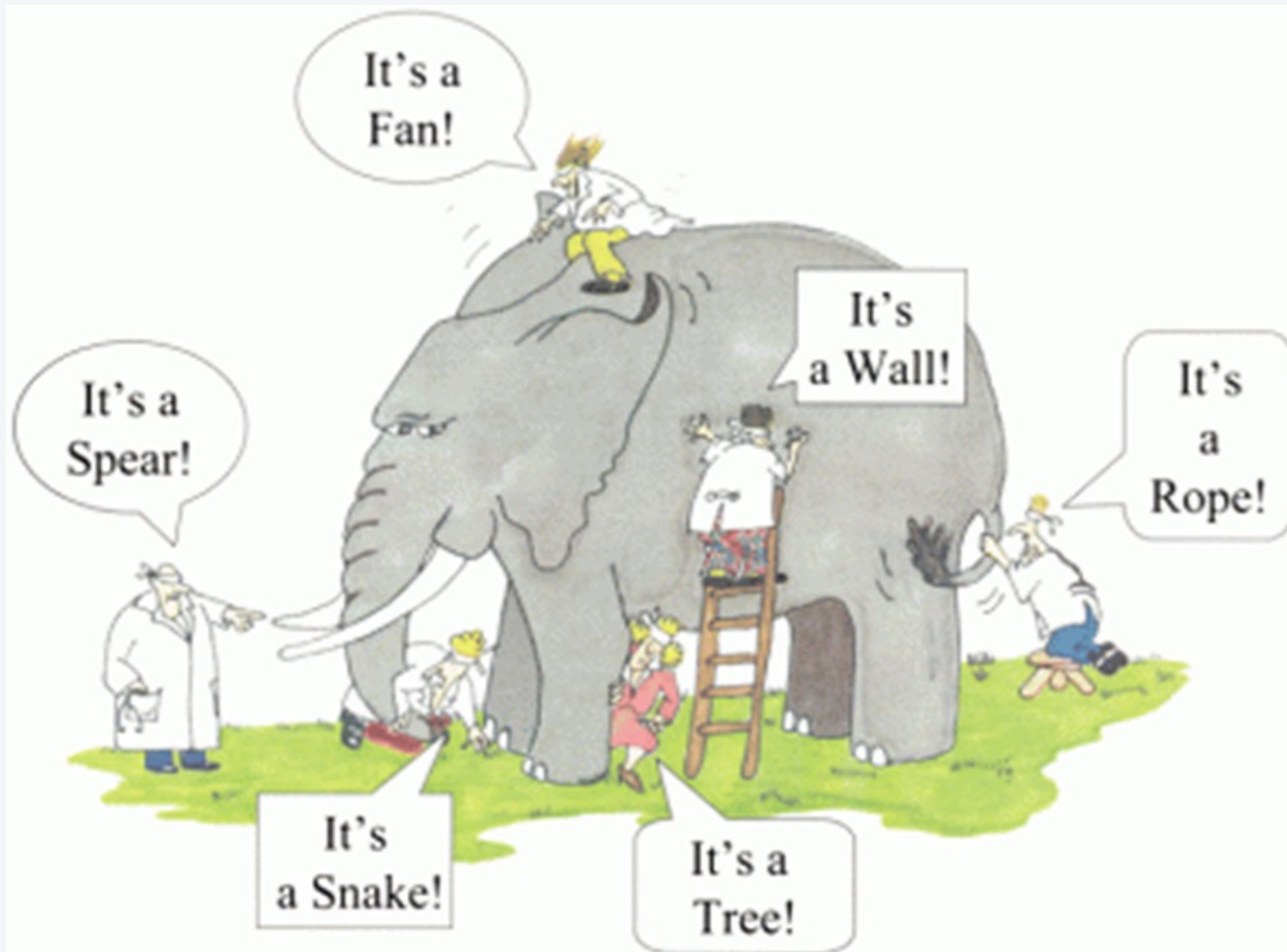
WHO DO YOU SEE?



WHAT DO YOU SEE?



WHAT DO YOU SEE?



GENDER IN RESEARCH

Gender is one of the dimensions (together with age, ethnicity, class, religion, resources, education, and power, among others) that influence:

- **The choice of subject:** interest, concern, support...
- **The presence in field:** appearance, behaviour, expectations...
- **The analysis:** analytical frame, theoretical concepts...
- **The writing:** language also shapes society.

It is important to consider what knowledge is produced, under what conditions, about what, and for whom.

INTERLUDE: SCIENCE, IT'S A GIRL THING

<https://www.science-girl-thing.eu>

Your Thoughts and Comments?

Sources:

- Mihaljlović Trbovc, Joavana and Hofman, Ana. 2019. **Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching.** *GARCIA Working Papers*, 6.
Accessed on: www.garciaproject.eu
- Our work on the book *Gender in Research and Politics*.
- My own experience in academic research and teaching.

GENDER-CONTENT IN THE CLASSROOM

Gender Studies Programs and courses on gender:

- In-depth study of gender issues
- May face political opposition
- Problem: Attract mainly women and persons who are already gender sensitive

We need to include the gender dimension in every course:

- At least one class per course, but better repeatedly throughout the semester.
- Read texts that take a gender-sensitive approach.
- Careful: Gender ≠ Women

CREATE A GENDER-INCLUSIVE CLASSROOM

1. How to make study programs and courses so that all students feel comfortable and encouraged?
2. How to make study programs and courses so women *and* men feel that gender concerns them?

Some thoughts:

- Discuss texts, theories and studies by men *and* women.
- Give our students a big variety of role models.
- Make local women (researchers, professionals, etc.) visible in class, give them space.
- Make sure that women *and* men discuss gender in their courses.

GENDER-SENSITIVE RESEARCH PROJECTS

We need to...

- Create **diverse teams** in order to include different points of view (*interdisciplinary teams; working conditions that accommodate women and men equally*).
- Create a **respectful atmosphere** in the team that encourages a **constructive exchange** of different points of view.
- Be conscious about how **gender is relevant in our field** of research and about our own **stereotypes**.

GENDER-SENSITIVE RESEARCH PROJECTS

Helpful questions:

- Did we have women and men in mind, when developing the research questions?
- For whom is our research of interest?
- Who might benefit from the research?
- How can we frame it in order to make it relevant for additional groups?

THANK YOU FOR YOUR ATTENTION!

E'TIBORINGIZ UCHUN TASHAKKUR!

СПАСИБО ЗА ВНИМАНИЕ!

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